

TRANSCRIPT OF ORIGINAL REPORT
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STAFF ANALYSIS OF INSTITUTIONAL REPORT

**March 18, 2005
Diane Nyhammer**

INSTITUTION

Barton County Community College, Great Bend, Kansas

EXECUTIVE OFFICER

Veldon L. Law, President

PREVIOUS COMMISSION ACTION REGARDING REPORT

A monitoring report due on December 15, 2004 focused on assessment of student learning.

ITEMS ADDRESSED IN REPORT

The office of the Commission received Barton County Community College's report on the above topic on December 9, 2004.

STAFF ANALYSIS

The last comprehensive evaluation visit to Barton County Community College took place October 21-23, 2002. That visit and the subsequent Readers Panel process led to recommendations for a number of follow-up reports, one of those being a monitoring report on assessment of student academic achievement, due December 15, 2004. Specifically, the Readers Panel members noted "a lack of institutional commitment, coordination, and understanding surrounding assessment that ranges from the faculty, to off-campus operations, to distance learning offerings, to the main campus." The College's report reveals significant progress since 2002.

The College's Outcomes Assessment Committee (OAC) has established a mission statement and Guiding Principles, both of which reveal an understanding of the purposes and benefits of assessment efforts. The mission, guiding principles, and assessment timeline and plans have been reviewed and revised as the College has worked to clarify and focus its efforts in improving student learning. Members of the OAC attended the AAHE/HLC workshop in Omaha, Nebraska in June 2003, and the College reports that in using five evaluative questions suggested by the Commission, the faculty have made great strides in gathering and using student learning data. For example, the College reports that at the course and program level, data is collected and analysis of the data has led to changes in the curriculum and in student support offerings. The College also indicates increased and broader involvement of the organization's various constituents, including the Board of Trustees, the College president, the Office of Institutional Research, the Office of Learning, students, and members of both the Barton County and Fort Riley campuses. Clearer structures and processes have

been established to coordinate and ensure consistency of assessment activities that are ultimately tied to planning, staffing, and budgeting.

The College has examined carefully the progress it has made in the five levels of assessment at the class, course, program, degree, and institutional levels. The report submitted to the Commission provides details related to: assessment measures that have been reviewed and evaluated; the adoption of common course competencies; the use of data from various assessment tools; and reports providing evidence of student learning. In the 35 appendices submitted with the report, the College provides ample evidence that it has methodically and deliberately responded to the recommendations of the last comprehensive evaluation team and has developed extensive reports on the learning outcomes in general education, in programs, and in courses. The College has compared the assessment results for students who have completed certain core courses, and has examined success and retention rates for online courses in comparison to on-site courses at the two campuses.

The College has also demonstrated its initiative in drawing on the resources and expertise of others in the academic community. In addition to carefully examining and working towards a "One College" vision, as recommended by the last HLC team, the College has also worked cooperatively with partners in the EduKan consortium and with Chief Academic Officers in the state to seek strategies for ensuring consistency of academic quality across campus sites. In short, assessment efforts and follow-up have been incredibly thorough. The documents submitted reveal a college community fully informed, engaged, and committed to meeting its educational purposes and mission.

STAFF ACTION

Accept the report focused on assessment of student learning. A monitoring report on developmental education, operational planning and commitment to adequacy of library resources is due December 15, 2006. The institution's next comprehensive evaluation is scheduled for 2012-2013.